

Writing Portfolio Scoring Training for Grade 7

6-Hour Training

Presentation adapted from Anne Oney, Boone County
Schools

Training Plan

Includes:

- **Three hours outside preparation**
- **Three-hour delivery**

Three-Hour Preparation

Work completed before scoring training:

- Read/review Benchmark Portfolios and High-ends Portfolios.
- Respond to guiding questions on attached handouts.
- Read/review criteria for poetry/technical writing
- Read practice portfolio.
- Write rationale for predicted score on the practice portfolio.

Discussion Issues

Code of Ethics

Portfolio Scoring

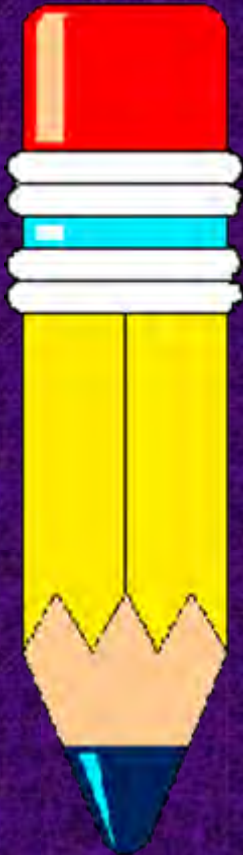
(Development Handbook, p. 29)

- Only certified school personnel who have received current KDE training can score.
- Scorers should use current materials and apply scoring standards accurately and consistently.
- Scoring judgments are made by using scoring tools.

Code of Ethics cont.

- The district shall maintain documentation that all scorers have been appropriately trained.
- No one should encourage scorers to assign higher or lower scores than are warranted.
- Scoring accuracy shall not be compromised by lack of training or inappropriate scoring conditions.

Holistic Process



(Scoring Handbook, p.2)

Single performance level rating

Six criteria ("thinking" and
"doing")

Sustained performance

High-end portfolio comparison

"Jagged" portfolios

"Halo" entries

Scorer Objectivity Issues

(Scoring Handbook, p. 9)

- Scorers should always be aware of potential bias.
- A number of factors can bias or unknowingly influence a scorer's perception of student writing in a positive or negative direction.

Objectivity Quiz

- Are the following statements true or false?

Students in Gifted &
Talented classes always
produce Proficient and
Distinguished Portfolios.

FALSE



Portfolios of ESL students
score Novice because of
their Limited English
Proficiency.

FALSE



Proficient writers
introduce their pieces
with leads that are more
sophisticated than
questions.

FALSE



Bias

Effective transactive writing must contain 3 paragraphs that support or develop the writer's purpose.

FALSE



The length of a short story does not determine its performance level.

TRUE



Handwritten pieces are usually first drafts and, therefore, should receive lower scores.

FALSE



The inclusion of a poem
does not lower a portfolio
score.

TRUE



Technical writing lacks voice and richness of language required for proficient writing.

FALSE



Students who word process their pieces in a large-sized font are Novices attempting to make up for a lack of idea development.

FALSE



Portfolios with slang or
profanity score Novice.



FALSE

Bias

All students who rank at the top of the class or participate in AP/IB classes produce Proficient and Distinguished portfolios.

FALSE



Certain forms of writing such as feature articles, editorials and speeches perform better than other forms (e.g., academic papers)

FALSE



Recognize Your Biases

- Handwritten
- Neatness
- Format
- Length
- Type of pieces
- Technology
- Fancy Words
- Cookie Cutter
- Incorrect Facts
- Presence or absence of paragraphs
- Other

Specific School Issues

- New genres?
- Past problems?
- Other?

Review Scoring Tools

- Scoring Criteria (from Scoring Guide)
- Categories of Writing (four box chart)
- “Applying the Criteria...Poetry”
- “Applying the Criteria...Informative/Technical”
- Scoring Tools Diagram
- Discussion Rules

Holistic Scoring Guide Activity

Underline the key words on the Holistic Scoring Guide and add the words into the four box chart to use as a scoring tool during the scoring session.

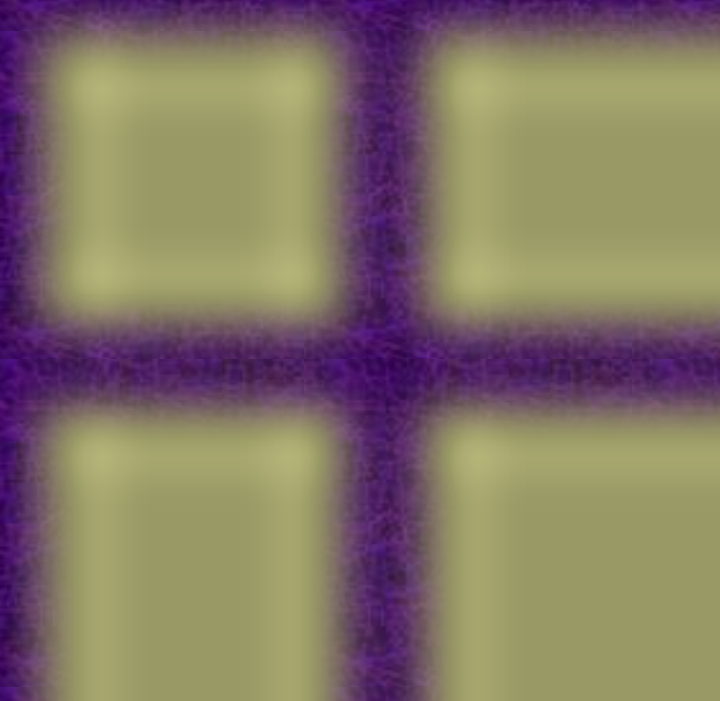
Categories of Writing



- Reflective
- Personal Expressive
- Literary
- Transactive

Four Box Chart

- Review the Four Box Chart...



Applying the criteria to Poetry

(Scoring Handbook, p. 12)

- Review the criteria



Poetry Discussion Using the Criteria

Flying Free

Discussion Rules



(Scores on training/scoring tools have been pre-assigned by WAC/ScAAT members [Kentucky teachers])

- Clarify the portfolio rationale through discussion
- Use only the language of the scoring guide
- Avoid norm-referencing
- Don't assume scoring proportions
- Score only what is in the portfolio

Scoring Tools Diagram



Review

Benchmarks and Performance Cells:
Transactive Focus

Applying the criteria to Informative/Technical

(Scoring Handbook, p. 10-11)

- Review the criteria...

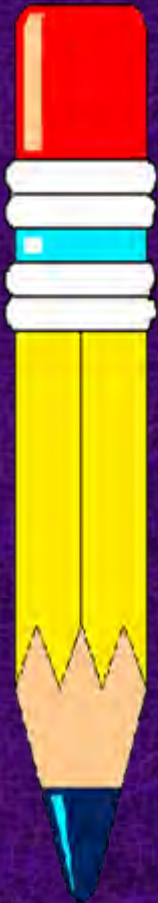


Guiding Question

Where can you find evidence of (or lack of) idea development in each benchmark?

Key Words – Novice

(SH- "Ghosts I Have Been" from "The Vortex," p. 27)



- Limited
- Minimal
- Unrelated
- Random
- Weak
- Incorrect
- Ineffective

Key Words – Apprentice

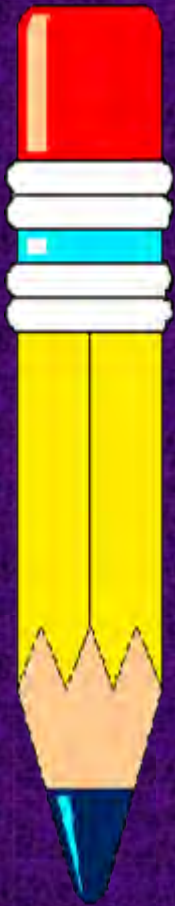
(SH- “Water” from “Saddest September Day,” p. 41)



- Some evidence
- Lapses
- Unelaborated
- Repetitious
- Simplistic
- Awkward
- Imprecise

Key Word – Proficient

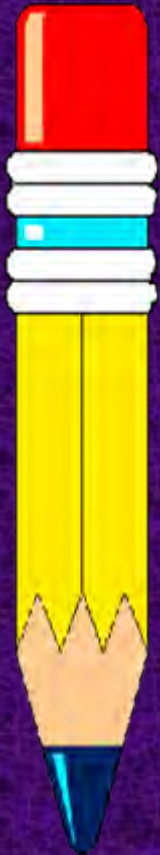
(SH- “Physical Education” from “Learning to Drive,” p. 57)



- Focused
- Depth
- Elaborated
- Relevant
- Logical
- Coherent
- Control
- Varied
- Acceptable
- Effective

Key Words – Distinguished

SH- "Issues in the Presidential Election..." from "Some Day I Hope..." p. 76)



- Clear focus
- Strong awareness
- Distinctive voice/tone
- Complexity
- Rich, engaging pertinent
- Analysis, reflection, insight
- Careful, subtle
- Variety
- Precise/rich language
- Control
- Enhanced

Review

High-Ends and Performance Cells

Scoring Tools Diagram



Guiding Question

What criteria place this portfolio in the high end of proficient cell?

High-End Proficient Snowsledding

- Established purpose
- Strong audience awareness
- Elaborated, relevant details
- Some evidence of insight and analysis
- Controlled and varied sentences
- Effective language (some imprecise)

Guiding Question

What criteria place this portfolio in the high end of the apprentice cell?

High-End Apprentice

Lost and Found

- Some evidence of voice
- Unelaborated idea development
- Logical organization
- Varied sentences
Acceptable language
(some imprecise)
- Some errors

The Big Day

- Some evidence of purpose/audience
- Elaborated, relevant details
- Lapse in coherence
- Controlled and varied sentences
- Some simplistic language
- Few errors

Guiding Question

What criteria place this portfolio in the high end of the novice cell?

High-End Novice

Don't Wear Big Boots

- Limited awareness
- Some unelaborated idea development, some minimal
- Some evidence of voice
- Weak organization; lapses
- Simplistic sentences
- Simplistic Language
- Some errors

Ride of My Life

- Some evidence of audience/purpose
- Some evidence of voice
- Some unelaborated idea development, some minimal
- Weak organization; lapses
- Simplistic sentences
- Simplistic language
- Some errors

How to Score



(Scoring Handbook, p.2)

- Review Scoring Guide
- Read ENTIRE Portfolio
- Get an OVERALL Impression
- Review Scoring Guide
- Compare Portfolio to high-end
- Determine the SUSTAINED performance level

Scoring Tools



1. Holistic Scoring Guide
2. High-End Portfolio

Resources Review



- Scoring Criteria Key Words
- Categories of Writing
- Applying the Criteria to Poetry (SH, p. 12)
- Applying the Criteria to Informative and Technical Writing (SH, p. 10)
- Scoring Tools Diagram (SH, p. 25)
- Holistic Scoring Guide
- High-end Portfolios

Table of Contents Review

- Completes/Incomplete
- Category Requirement (4)
- Content Area Requirement (1)
- Number of Entries (5)
- Student Signature Sheet

Incompletes During Scoring

- A portfolio is incomplete if any pieces:
 - Are different from those listed in the Table of Contents
 - Are written in a language other than English
 - Demonstrate only computational skills
 - Consist of only diagrams or drawings
 - Represent a group entry

Practice Portfolio (required)



Scoring Process

Steps for Scoring Teams

Process Review

- Double-Blind, Reading-to-Resolution Scoring Process (SH, p. 4)
- Plagiarism (WH, p. 27)
- Alerts (SH, p. 16)
- Analysis procedure
(to capture strengths and weaknesses in student work,



Recalibration



1. Holistic Scoring Guide
2. High-End Portfolio
3. Quality Control Portfolio (SH, p. 7)

Table of Contents Review

“Live” Portfolios

- Completes/Incomplete (SH, p. 17)
 - Category Requirement
 - Content Area Requirement
 - Number of Entries
 - Student Signature Sheet

Completes/Incomplete

The following situations do NOT make a portfolio incomplete:

- Incorrect information in a piece
- Lack of apparent connection to the content area indicated
- Lack of apparent adherence to the conventions of the type of writing indicated

Scoring Begins...



Incompletes I identified During Scoring

A portfolio is incomplete if any pieces:

- Are different from those listed in the Table of Contents
- Are written in a language other than English
- Demonstrate only computational skills
- Consist of only diagrams or drawings
- Represent a group entry

View Scoring Training
Telecast
Cluster Leader Segment

Writing Updates

- New Writing Update Chart
- New Scoring Rubric
- Administration Guidelines

<http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/Writing+Updates.htm>

- Core Content 4.0

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+ver+4.0+for+Contractors.htm>

Contact

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